

Result of Investigations.

Virtues mainly ascribed to pre-eminent study of philosophy in universities and division of nation into sovereignties.

I ascribe the virtues mentioned mainly to the influence of the pre-eminent study of philosophy in the universities, and to the exceptional division of the nation into so many independent sovereignties; the former cause producing amongst the ruling classes¹ (a) a clear perception of what renders a nation happy, and (b) how such happiness is to be attained; and the latter "a sort of emulation" whereby "the improvements realised at any one point were gradually adopted by the entire nation."² For in Germany we find—

(a) In religious matters the feature of the greatest scepticism with the greatest consideration;³ and

(b) That the study of philosophy has resulted in such national culture as has enabled Germany to take strides in recent years in warlike and peaceful pursuits as are elsewhere unknown in Europe—which creates belief that the study of philosophy⁴ should be a prime element in any national system of higher culture.

Extreme exactness and minuteness of requirements deprecated.

The extreme exactness and minuteness referred to would seem to be a blemish, an unhealthy dissipator, rather than a conservator for the accumulation and digestion of knowledge. But whether this should be guarded against by counter healthful action, in the form of increased muscular exercise or otherwise, or remedied by a diminution of particularity, it is here, of course, outside of my province to discuss.

GENERAL FEATURES.

Some further information on general features is now given:—

Elementary education compulsory.

(1.) Elementary education in day schools is compulsory for all children,⁵ from the age of six⁶ to that of fourteen,⁷ unless competent instruction is being obtained elsewhere; and subject, of course, to temporary absences for valid reasons;⁸ which reasons are very similar in all the States.

Applications for permanent exemption, however, are in proportion rare, for there are comparatively few private schools,⁹ and little private tuition; the children of the rich being tutored generally, when not at primary schools, at preparatory Gymnasias before going to secondary schools proper.

Default in attendance is punishable by fine or imprisonment; but generally it is uncommon.¹⁰

School hours.

The hours of attendance in Prussian primary schools are, in summer, 7 a.m. till 12 noon; winter, 8 till 1, with an interval, frequently at the end of each hour: and only a few schools have afternoon study.¹¹

¹ For influence of German universities on national life, see I.E.C., vol. 15, p. 162.

² Dr. Philbrick, p. 7.

³ Note advocacy even by Professor Laurent, a Freethinker, of the teaching of the morality of Christianity, of Christ.—I.E.C., vol. 14, p. 617. And see "N.C.," as above; and Mr. M. Arnold's evidence before R.E.C. should be noted.

⁴ "The true philosophical temperament may, we think, be described in four words: much hope, little faith; a disposition to believe that everything extraordinary may be done; an indisposition to believe that anything extraordinary has been done."—Lord Macaulay, essays, &c., 1885, p. 408.

⁵ For origin of compulsory enactments, see B.E. rep., p. 533; and see also p. 534.

⁶ Compulsory education is nothing new. It had its origin in the Thirty Years' War of Germany, when perturbation and trouble so overwhelmed the civil life of the people that heroic measures had to be invoked to rehabilitate society. The law of compulsory education was resorted to in Gotha in 1643. In 1699 it was enforced in Prussia.—Sir P. J. Keenan's Address, p. 66.

⁷ The example of Germany has been followed by Denmark, Norway, Sweden, Austria, Greece, Italy, Spain, Portugal, Switzerland, Great Britain, and France. In Belgium and Holland it has thus far been successfully opposed by sectarian influence.—Dr. Philbrick, p. 187.

⁸ In Germany "they tell you that it is settled by all the medical authorities that children have no business to begin to learn before they are six years old."—Mr. Arnold, R.E.C., 5377.

See also R.C., vol. 1, p. 21; and for Saxony, additional term under certain circumstances at day school, and, unless being otherwise educated, further term at

Fortbildungsschule—Mr. Bashford's book, pp. 8 and 9. But note the termination is at the end of the session in which the child attains the age of fourteen. See, for instance, regulations for the schools of Berlin, collected Jan., 1881.

For some details, see Mr. Arnold's (May, 1886) rept., pp. 13, 11, 21, and seq.

⁹ For instance, in Saxony, as above, pp. 10 and 11, and for Berlin, see regulations relating to school attendance at primary and secondary schools, including excuses allowed, in official pamphlet dated Berlin, 1879; and also School Board regs. for Berlin, relating to primary schools, including those relating to attendance, dated 1875.

But see R.E.C., Mr. M. Arnold, 5493.

¹⁰ Note, for instance, the relative number of public and private schools in Saxony—see "Tech. Ed. in a Saxon Town" as above. And see also Mr. Arnold's (May, 1886) rept., pp. 11 and 22.

But the German Professor who has perused the statements in this section informs me that Berlin is not one of the best examples of regular attendance.

And see Mr. Arnold's (May, 1886) rept., p. 23.

¹¹ Note illustrations given in B.E. rep., p. 534; Amer. Commr. Rep., 1885, p. 211; and espec. R.E.C., Mr. M. Arnold, 5177 and seq.

"School attendance is a habit of the country in Germany."

To see how compulsion is worked, refer to R.C.E., Mr. M. Arnold, 5357.

¹² But note in Saxony it is otherwise, except on days of great heat; see also Mr. Bashford's book, p. 18.

For report on school course and for number of hours' schooling per week, and daily hours of attendance in Hamburg, see Mr. M. Arnold's (May, 1886) rept., pp. 11 and 13; and, generally, R.E.C. Mr. M. Arnold, 5509 and seq.